

**Instructor:** Tiffany Rousculp

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**Office:** AD149    **Hours:** T/Th: 10:00-10:50am and by appt.

### General Education Statement

This course is part of the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. This course fulfills the EN Composition requirement for General Education.

### Course Description

English 2010 will expose students to a number of different genres of writing that will be appropriate in academic contexts and in public writing situations. This course will focus on three related aspects of rhetoric and composition: public writing, writing from sources, and document design. The course will ask students to enter ongoing conversations about public issues and to become legitimate participants in those conversations by informing themselves through research.

### The Class Approach—Joint Ownership

A Joint Ownership class is a collaboration between the instructor and the students. We work together to determine what we will do to reach the department-identified course goals. The assignments will depend on the decisions we make.

Departmental Ownership	Joint Ownership
The “normal” English class.	The “not normal” English class.
You work towards the course outcomes.	You work toward the course outcomes.
You use the portfolio system.	You decide if you use the portfolio system.
You do group work.	You do group work.
You select the topics that you write about in the given assignments.	We create the assignments and topics together, but I have “veto” power if I don’t understand how they address the course goals.
You are in your accustomed role.	Our roles change in that you have more responsibility and control and I have less.
You pretty much know what to expect.	You won’t know what is going on at first and will be confused and frustrated, but then will know what to expect.
We follow the department schedule and assignments.	We start out without a schedule, but will make one in the first two weeks, then you’ll have a weekly schedule.
You will get frustrated with me, but probably won’t say anything.	You’ll get frustrated with me, and will probably say something.
Absences and tardies are the same as other classes.	Absences and tardies tend to increase.
You won’t like some of the assignments and will blame me.	You won’t like some of the assignments and will blame me, but then I’ll remind you they were your idea.
You have to buy the book.	You don’t have to buy a book.

### **Incoming Expectations**

Below are the abilities that you should have coming into this course if you passed English 1010 at SLCC. If you feel you do not have the abilities indicated below, please let me know as soon as possible.

- **Rhetorical Strategies**, including adapting to differences in purpose, audience and genre
- **Critical Thinking Processes**, including summary, analysis, synthesis, and argumentation
- **Composing Processes** such as invention, drafting, revision, editing, peer feedback, and self-assessment of your own writing
- **Conventions of writing**, including correctly citing multiple texts and incorporating them into writing, crafting effective sentences, and attending carefully to overall structure.

### **Course Objectives**

Below are the expectations that the English Department has for students who complete English 2010 satisfactorily. By the end of the course, you should be able to:

- Adapt strategies of argumentation for a given writing situation.
- Adapt style and design for a given writing situation.
- Write in multiple genres.
- Conceive, draft, and revise many kinds of documents, and manage these processes independently.
- Approach reading and research critically, analytically, and rhetorically, choosing appropriate research strategies for a particular writing task.
- Cite sources appropriately for the writing situation, including using an academic system of citation with a high degree of proficiency.
- Understand and respond critically to a civic conversation and become a legitimate participant in that conversation.
- Work collaboratively on writing tasks with other writers.

### **Ideas for Assignments**

Use this space to brainstorm possible assignment ideas based on the course expectations.

## Course Policies and Procedures

**Revision:** Revision is a central part of the process of successful writing. You will be encouraged to revise their writing in this course (and you may end up requiring it of yourselves). You should also create opportunities to participate in peer review workshops where you will provide and receive feedback from your classmates. Finally, we can decide to produce a final portfolio in this course you will assemble revised works along with a reflective essay.

**Late Work:** I don't like late work, but would rather receive something late than something that you rushed through to a semblance of completion. However, I need to know that you are going to be turning in something late before the due date. If you don't let me know prior to the due date, your evaluation will be reduced.

**Participation:** The collaborative nature of this class necessitates that everyone be here (on time), be ready to participate with your assignments done, be willing to fully engage with the task at hand, and treat your group members with respect and share your intelligence with them. We will learn strategies that help individuals work well in groups, and how to resolve the inevitable problems that will arise. Three or more unexcused absences will result in a failing participation grade, so go in to it with the best attitude you can bring.

**Plagiarism:** Students intentionally or unintentionally commit plagiarism when they submit another author's work as their own. Plagiarism also includes the failure to attribute unique phrases, passages, or ideas to their original source. Plagiarism is a violation of the SLCC student code of conduct.

**Incomplete:** Students must be passing and have completed 80% of the course work in order to be granted an incomplete.

### Questions?

Use this space to note questions you have about the course.

## **Student Writing Center**

SLCC's Student Writing Center offers an advising program where you have the opportunity to discuss your work with a peer tutor or faculty writing advisor. The Student Writing Center advisor can help you think about your writing process by sharing impressions of your materials, offering revision strategies, discussing different ways to approach an assignment, as well as to provide an experienced reader for your work. The Writing Center is not simply a place to go to get a paper "fixed" or "corrected." Be prepared with questions for your advisor. Ask yourself what you want to work on before you go. You may sign up for an appointment in AD 218. You may also send a draft to an advisor through the SWC's website: <http://www.slcc.edu/swc/submitwriting.asp>. Be sure to include questions and concerns you may have and a copy of the writing assignment.

### **Accommodation for Disabilities**

If you need accommodation, please talk with me and/or someone at the Disability Resource Center (DRC) at the beginning of the semester or as soon as you are aware that accommodation is necessary. The DRC is in CC 230 or you can call them at 957-4659 (voice) or 957-4646.